

“What is Evidence-Based Reading Instruction?”

Summary and Weekly Reader Magazine Correlations



In May 2002, the International Reading Association’s Board of Directors adopted “What is Evidence-Based Reading Instruction?”, a position statement that discusses methods of teaching reading.

The paper states that

“There is no single instructional program or method that is effective in teaching all children to read. Rather, successful efforts to improve reading achievement emphasize identification and implementation of evidence-based practices that promote high rates of achievement when used in the classroom by teachers with diverse instructional styles with children who have diverse instructional needs and interests.”

Weekly Reader magazines allow teachers to use diverse instructional styles because they support core reading programs and practices. While the IRA argues that no one program is better in all situations and respects than others, it does strongly urge practitioners to consider ten proven research-based best practices (Gambrell et al., 1999).

This chart provides helpful information on how Weekly Reader magazines support those **10 best practices**.

IRA BEST PRACTICES

WEEKLY READER PUBLICATIONS

- | | | |
|---|--|---|
| <p>1.) Teach reading for authentic meaning— making literacy experiences for pleasure, to be informed, and to perform a task.</p> | | <ul style="list-style-type: none">● All Weekly Reader publications teach reading to inform, and help students:<ul style="list-style-type: none">-Read and interpret news stories-Distinguish between fact and fiction-Compare and contrast historical events-Interpret maps, graphs, and charts● <i>Read</i> magazine provides practice in a variety of genres. |
| <p>2.) Use high-quality literature.</p> | | <ul style="list-style-type: none">● <i>Read</i> magazine includes:<ul style="list-style-type: none">-Plays based on classic and young adult literature-Adaptations of Shakespeare-Interviews with award-winning authors-Memoirs, biographies, poetry, short stories |
| <p>3.) Integrate a comprehensive word study/ phonics program into reading/writing instruction.</p> | | <ul style="list-style-type: none">● <i>Weekly Reader</i> Pre-K, K, 1, 2, 3 cover skills such as:<ul style="list-style-type: none">-Recognizing consonant blends and digraphs-Recognizing and using compound words-Identifying prefixes, suffixes-Identifying syllables |
| <p>4.) Use multiple texts that link and expand concepts.</p> | | <ul style="list-style-type: none">● 16 diverse magazines that support core reading programs through the use of content-related nonfiction material. These magazines cover subject areas such as:<ul style="list-style-type: none">-Social studies and current events-Health-Science-Reading/language arts |
| <p>5.) Balance teacher- and student-led discussions.</p> | | <ul style="list-style-type: none">● <i>Weekly Reader</i> Pre-K, K, 1, 2, 3 cover skills such as:<ul style="list-style-type: none">-Recognizing consonant blends and digraphs-Recognizing and using compound words-Identifying prefixes, suffixes-Identifying syllables |

“What is Evidence-Based Reading Instruction?”

Summary and Weekly Reader Magazine Correlations (continued)



- 6.) Build a whole-class community that emphasizes important concepts and builds background knowledge.** →
- Each Teacher’s Guide provides additional background information on articles in magazines and strategies on tapping prior knowledge of students before reading.
 - Big Issues included with Editions Pre-K, K, and 1 foster whole-group community.
- 7.) Work with students in small groups while other students read and write about what they have read.** →
- Activities in Teachers’ Guides offer suggestions for small group activities, writing, choral, group and sustained reading, as well as Readers’ Theater.
 - Big Issues included with Editions Pre-K, K, and 1 incorporate multi-group strategies for instruction.
- 8.) Give students plenty of time to read in class.** →
- Weekly or monthly issues provided to each student encourage in-class reading and allow students to take issues home to share with family for extended reading time.
- 9.) Give students direct instruction in decoding and comprehension strategies that promote independent reading.** →
- Decoding: *Weekly Reader* Editions K, 1, 2, 3; Big Issues included with Editions Pre-K, K, and 1 reinforce:
 - Recognizing long and short vowels
 - Identifying prefixes and suffixes
 - Identifying diphthongs and digraphs
 - Recognizing and using root words and compound words
 - Comprehension: All publications provide comprehension activities in the Teacher’s Guides.
 - Understanding cause and effect, main idea
 - Using maps, graphs, and charts
 - Distinguishing between fact and fiction
 - Inferring meaning
- Balance direct instruction, guided instruction, and independent learning.** →
- Teacher’s Guides provide a variety of instructional strategies.
- 10.) Use a variety of assessment techniques to inform instruction.** →
- Reading surveys provided:
 - Edition 1 - 3 per year
 - Edition 2 - 4 per year
 - Edition 3 - 4 per year
 - Edition 4 - 2 per year
 - Senior Edition (Gr. 5/6) - 1 per year

Gambrell, L.B. Morrow, L.M., Neuman, S.B & Pressley, M. (1999) *Best practices in literacy instruction*. New York; Guilford. *Weekly Reader* and *READ* are federally registered trademarks of Weekly Reader Corporation. ©2006 Weekly Reader Corporation.

Need more information?
Visit www.weeklyreader.com/pubstore,
or call **1-800-446-3355** for more about our magazines
and supplemental classroom resources.

Weekly Reader Publishing
200 First Stamford Place
Stamford, CT 06912
www.weeklyreader.com
Sep 2006